# Pre-approved Learning and Assessment Plan

Stage 2 Society and Culture

Pre-approved learning and assessment plans are for *school use only*.

* Teachers may make changes to the plan, retaining alignment with the subject outline.
* The principal or delegate endorses the use of the plan, and any changes made to it, including use of an addendum.
* The plan does not need to be submitted to the SACE Board for approval.

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| School |  | Teacher(s) |  |

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| SACE school code | | |  | Year |  | Enrolment code | | | | |  | Program variant code (A–W) |
| Stage | Subject code | | | No. of credits (10 or 20) |
|  |  |  |  | **2** | **S** | **O** | **R** | **20** |  |

Addendum – changes made to the pre-approved learning and assessment plan

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| Describe any changes made to the pre-approved learning and assessment plan to support students to be successful in meeting the requirements of the subject. In your description, please explain:  what changes have been made to the plan   * the rationale for making the changes * whether these changes have been made for all students, or for individuals within the student group. |

Endorsement

The use of the learning and assessment plan is approved for use in the school. Any changes made to the plan support student achievement of the performance standards and retain alignment with the subject outline.

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| Signature of principal or delegate |  | Date |  |

# Assessment overview

Stage 2 Society and Culture – 20 credits

The table below provides details of the planned tasks and shows where students have the opportunity to provide evidence for each of the specific features of all of the assessment design criteria.

Assessment Type 1:Folio – weighting 50%

| Assessment details | Assessment design criteria | | | | Assessment conditions  (e.g. task type, word length, time allocated, supervision) |
| --- | --- | --- | --- | --- | --- |
| KU | IA | CI | EC |
| Film and interviews  (Group 1: Youth Culture)  Students view and discuss Quadrophenia, a film about youth set in the 1960s. Individually, students then interview at least one adult who was a youth between the 1960s and 1990s, and then reflect on their own generation. Students investigate features of each era and analyse social changes that have taken place. They evaluate the evidence they gather from various sources, and write a report on youth culture and social change. | 1,2 | 1 |  | 1,2 | Written report up to a maximum 1500 word. |
| Magazine article  (Group 2: Social Ethics)  Students view and discuss a film relating to ‘Social Ethics’ and then individually write a magazine article for a youth magazine. | 1,2,3 | 2 |  | 1,2 | Magazine article to a maximum of 600 words. |
| Investigation and group role-play  (Group 3: People and Power)  A guest speaker who has worked in a non-government group in Cambodia speaks to the students about child slavery and child sex trafficking in that country. She talks about the power of her group to fight these issues. Students further investigate this ‘People and Power’ topic and carry out a role-play to show how social practice may be changed through the power of group actions. |  | 1,2 | 1,2,3 |  | Group role-play up to 7 minutes in length. (Individual notes verifying investigations and sources are submitted to support both a group and individual grade). |
| Sources analysis  (Group 2: Social Ethics)  Students watch two different television reports on a current incident involving social ethics, such as political demonstrations, police car chases, nightclub lockouts or alcohol related violence. Students are asked to analyse the issues, compare the reports and analyse the differences in content, messages conveyed and style of reporting. | 1,2,3 |  |  | 2 | Timed, supervised response to a series of questions set by the teacher. (Students may use notes) |

Assessment Type 2: Interaction – weighting 20%

| Assessment details | Assessment design criteria | | | | Assessment conditions  (e.g. task type, word length, time allocated, supervision) |
| --- | --- | --- | --- | --- | --- |
| KU | IA | CI | EC |
| Group activity  (Group 2: Social Ethics)  In allocated groups, students investigate a topic of choice related to social ethics. Collectively they inquire, plan and evaluate their collaboration. The group decides how to present their shared evaluation; for example, as a:   * shared oral presentation * de-briefing session * wiki * round-table discussion * written or multimodal report.   In addition they provide evidence of, and evaluate, the social action relevant to their inquiry. Students use the sheets provided to individually record and reflect on feedback. | 1,3 |  | 1,2,3 | 1,2 | For the group processes, each student receives the same result.  The individual reflection is up to a maximum of 500 words. |
| Oral activity  (Group 3: People and Power)  Students choose to investigate an aspect ‘People and Power’ and present their findings in an oral form such as a lecture, role-play, debate or forum, with optional visual or multimedia support. | 1,3 |  |  | 1,2 | Oral presentation to a maximum of 5 minutes. The oral activity should be clearly documented and may be supported by evidence. |

Assessment Type 3: Investigation – weighting 30%

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| Assessment details | Assessment conditions  (e.g. task type, word length, time allocated, supervision) |
| External assessment | *Students undertake an independent, focused investigation of a negotiated contemporary social or cultural issue in a local and/or global context and present their findings in a written report. The issue may be derived from a topic in this subject outline or may be linked to a student’s personal interest. It is essential that the issue or topic has a clearly defined focus. Students are encouraged to identify and analyse primary as well as secondary sources of information in gathering evidence about the issue. To help in the verification of their work, students should keep a folio of support materials and documents that outline the processes of preliminary data collection. The folio is not submitted for assessment.*  *A maximum of 2000 words for a 20-credit subject. Students must acknowledge sources appropriately.* |

*Seven to nine assessments. Please refer to the Stage 2 Society and Culture subject outline.*

Thanks to Jacqui Jury & Carolyne Williams for this LAP.